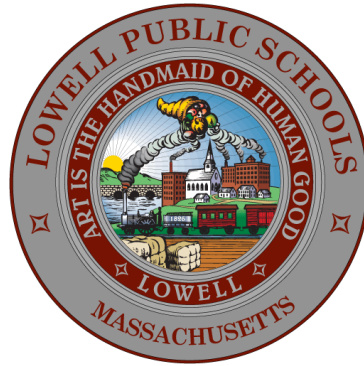


2018 Accountability Report



Lowell
Public
Schools

Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-
Percentage of possible points		56%		-	66%		-	54%		-	49%		-
Percentage of possible points by gradespan		61%						52%					
		Weight of non-high school results:70%						Weight of high school results:30%					
Criterion-referenced target percentage		58%											
		Partially meeting targets											

2018 is the first year for the new Massachusetts accountability system.

Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-
Percentage of possible points		56%		-	66%		-	54%		-	49%		-
Percentage of possible points by gradespan		61%						52%					
		Weight of non-high school results:70%						Weight of high school results:30%					
Criterion-referenced target percentage		58%											
		Partially meeting targets											

Calculations are based on five categories:

- Achievement
- Growth
- High school completion
- Progress toward attaining English language proficiency
- Additional indicators (chronic absenteeism, advanced coursework completion)

Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-	
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0	
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-	
Percentage of possible points		56%		-	66%		-	54%		-	49%		-	
Percentage of possible points by gradespan		61%						52%						
		Weight of non-high school results:70%						Weight of high school results:30%						
Criterion-referenced target percentage		58%												
		Partially meeting targets												

Calculations are for all students and the lowest performing quartile.

Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-	
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0	
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-	
Percentage of possible points		56%		-	66%		-	54%		-	49%		-	
Percentage of possible points by gradespan		61%						52%						
		Weight of non-high school results:70%						Weight of high school results:30%						
Criterion-referenced target percentage		58%												
		Partially meeting targets												

Separate calculations for schools with high school grades and all other schools.

Indicator		All students (Non-high school gra		
		Points earned	Total possible points	
Achievement	English language arts achievement	2	4	
	Mathematics achievement	1	4	
	Science achievement	4	4	
	Achievement total	7	12	

District & school progress calculated on a 5 point scale (0-4), based on targets set by state.

State targets are derived from 2017 (Baseline) data.

System design will use weighted targets based on four years of data, but won't be built out until 2021.

Setting Targets	Four Years Past	Three Years Past	Two Years Past	Previous Year
Weighting	10%	20%	30%	40%

Indicator		All students (Non-high school gra		n
		Points earned	Total possible points	
Achievement	English language arts achievement	2	4	
	Mathematics achievement	1	4	
	Science achievement	4	4	
	Achievement total	7	12	

Districts & schools are categorized based on “percentage of possible points.”

Indicator		All students (Non-high school gra		n
		Points earned	Total possible points	
Achievement	English language arts achievement	2	4	
	Mathematics achievement	1	4	
	Science achievement	4	4	
	Achievement total	7	12	

3 points – 75% of possible points
Target is met.

Points	Description
0	Declined
1	No Change
2	Improved (but not meeting target)
3	Met target
4	Exceeded target (maximum score)

Classification	Criteria
Meeting Targets	Criterion referenced target percentage 75-100.
Partially Meeting Targets	Criterion referenced target percentage below 75.
Requiring Focused/Targeted Support	Districts with low graduation rate or low participation rate.
Requiring Broad/Comprehensive Support	Underperforming and chronically underperforming districts.

Districts are categorized based on “percentage of possible points.”

Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-	
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0	
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-	
Percentage of possible points		56%		-	66%		-	54%		-	49%		-	
Percentage of possible points by gradespan		61%						52%						
		Weight of non-high school results:70%						Weight of high school results:30%						
Criterion-referenced target percentage		58%												
		Partially meeting targets												

Lowell’s overall “Criterion-referenced target percentage” is 58% - Partially meeting targets.

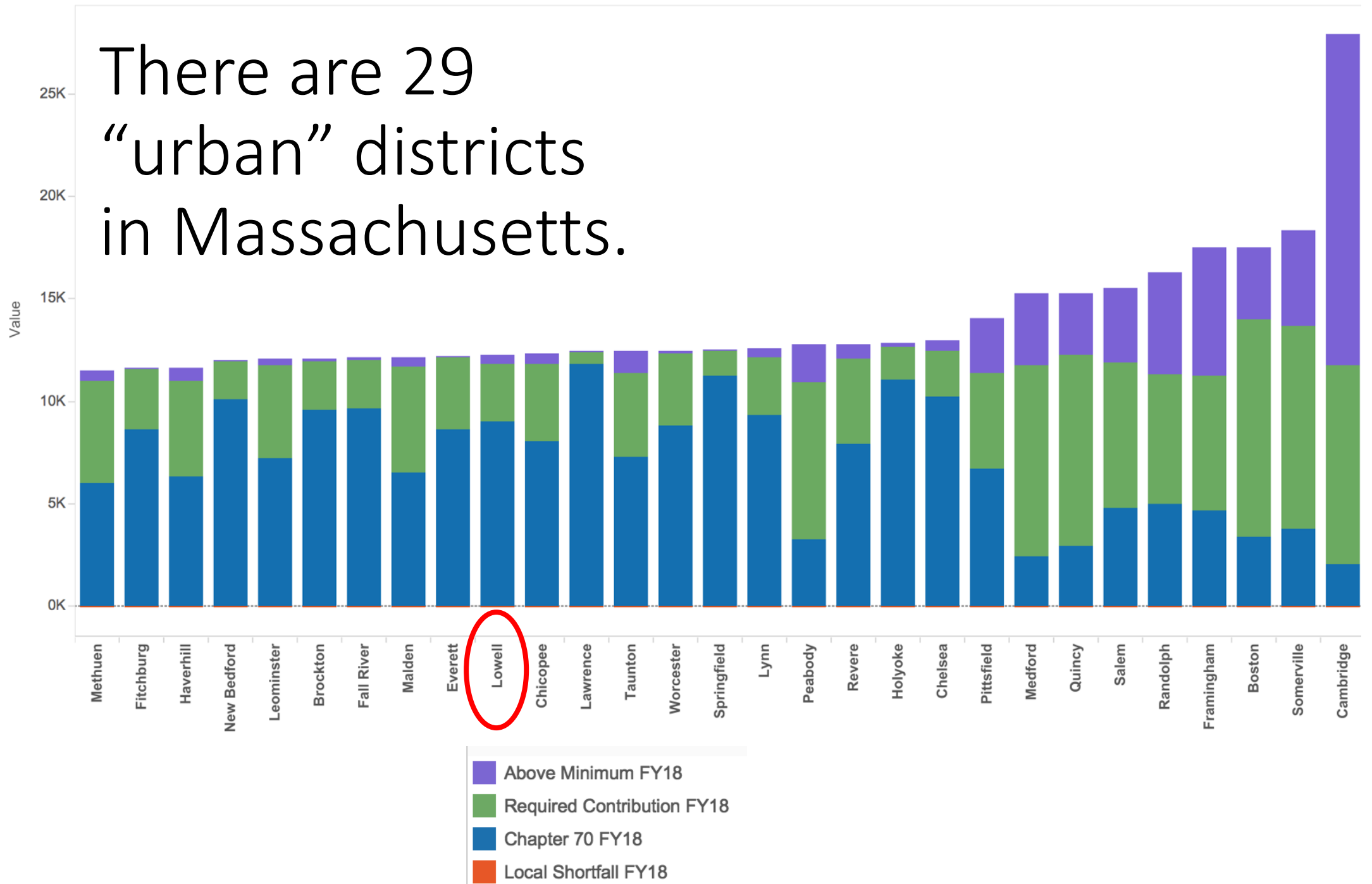
Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-	
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0	
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-	
Percentage of possible points		56%		-	66%		-	54%		-	49%		-	
Percentage of possible points by gradespan		61%						52%						
		Weight of non-high school results:70%						Weight of high school results:30%						
Criterion-referenced target percentage		58%												
		Partially meeting targets												

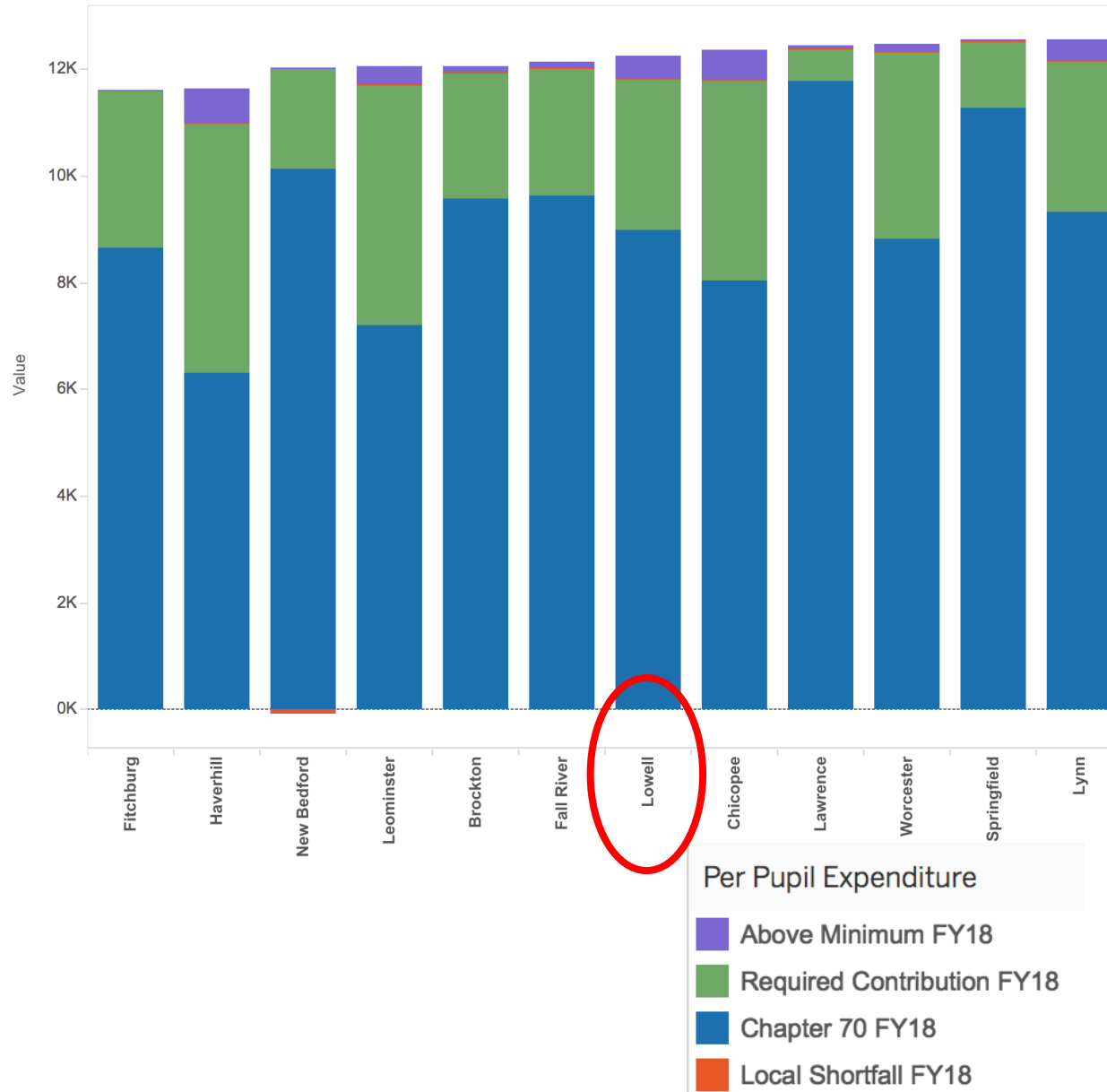
DESE considers a Criterion-referenced target percentage score above 50 as “improving.”

Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics achievement	1	4	-	4	4	-	3	4	-	3	4	-	
	Science achievement	4	4	-	-	-	-	1	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	7	12	40.0	5	8	67.5	
Growth	English language arts growth	2	4	-	2	4	-	2	4	-	1	4	-	
	Mathematics growth	2	4	-	2	4	-	1	4	-	0	4	-	
	Growth total	4	8	20.0	4	8	22.5	3	8	20.0	1	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	8	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	2	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	1	4	-	
	Advanced coursework completion	-	-	-	-	-	-	2	4	-	-	-	-	
	Additional indicators total	1	4	10.0	0	4	10.0	2	8	10.0	1	4	10.0	
Weighted total		5.4	9.6	-	5.0	7.6	-	5.4	10.0	-	3.7	7.6	-	
Percentage of possible points		56%		-	66%		-	54%		-	49%		-	
Percentage of possible points by gradespan		61%						52%						
		Weight of non-high school results:70%						Weight of high school results:30%						
Criterion-referenced target percentage		58%												
		Partially meeting targets												

Only 17% of Massachusetts districts found to be “Meeting Targets,” Criterion-referenced target percentage above 75%.

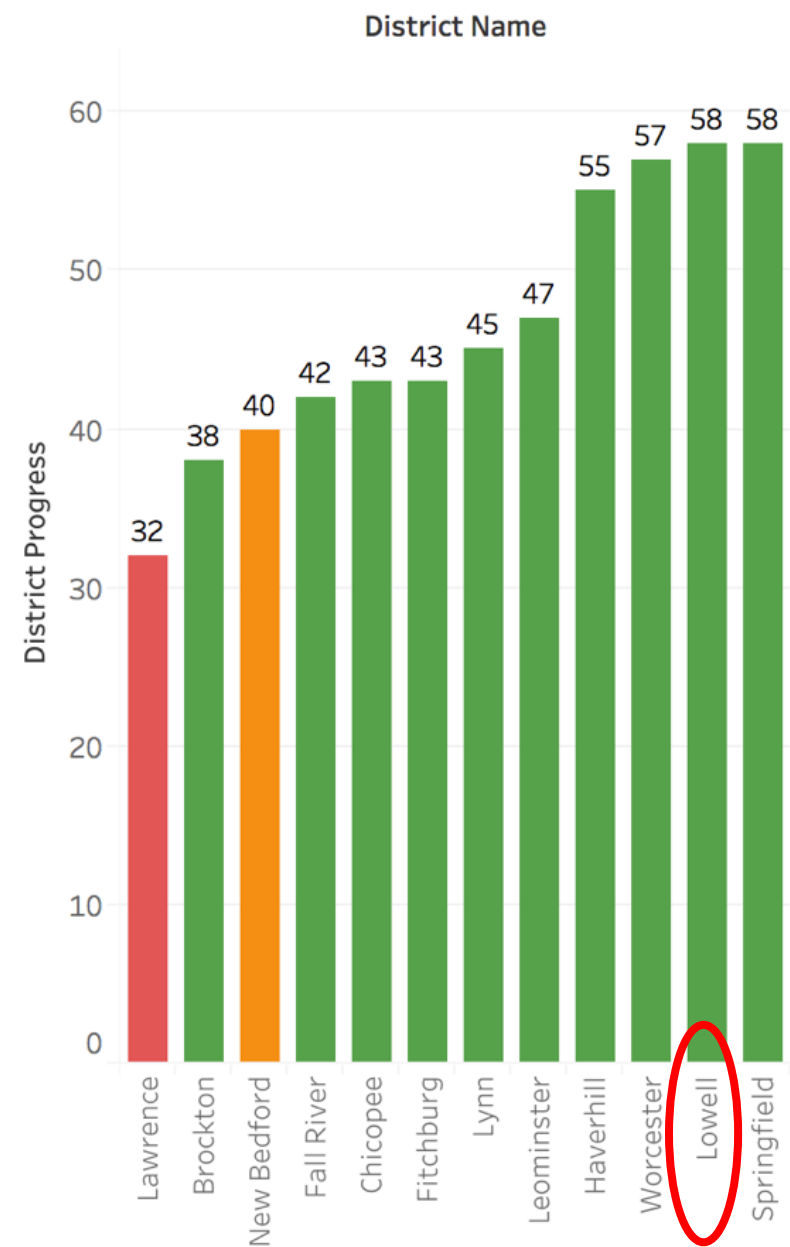
There are 29
“urban” districts
in Massachusetts.





Comparison districts are urban districts that are most similar (demographically and fiscally) to Lowell.

District Progress

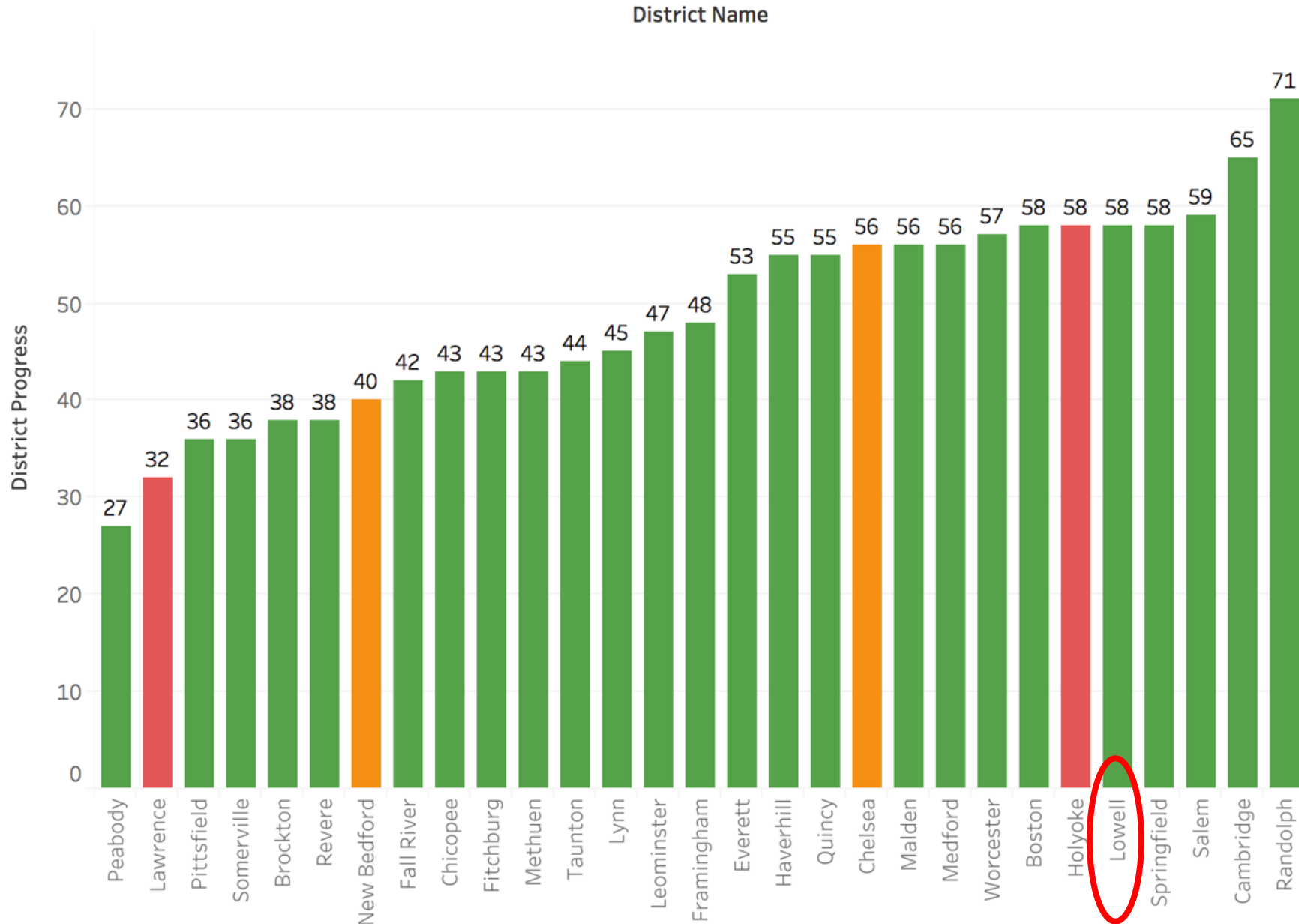


Lowell’s overall “Criterion-referenced target percentage” is 58% - Tied for highest among comparison districts.

District Classification

- Partially meeting targets
- In need of focused/targeted support
- In need of broad/comprehensive support

District Progress



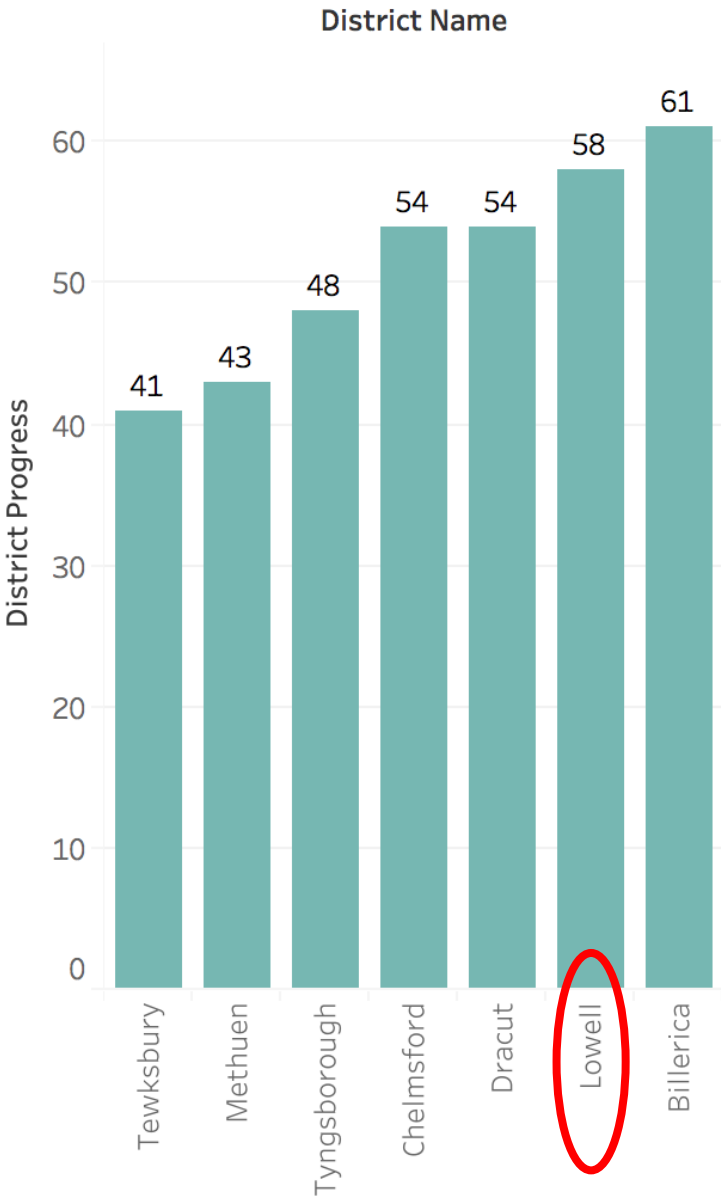
Only 3 of 29 urban districts have progress scores higher than Lowell.

None met targets (>75%).

District Classification

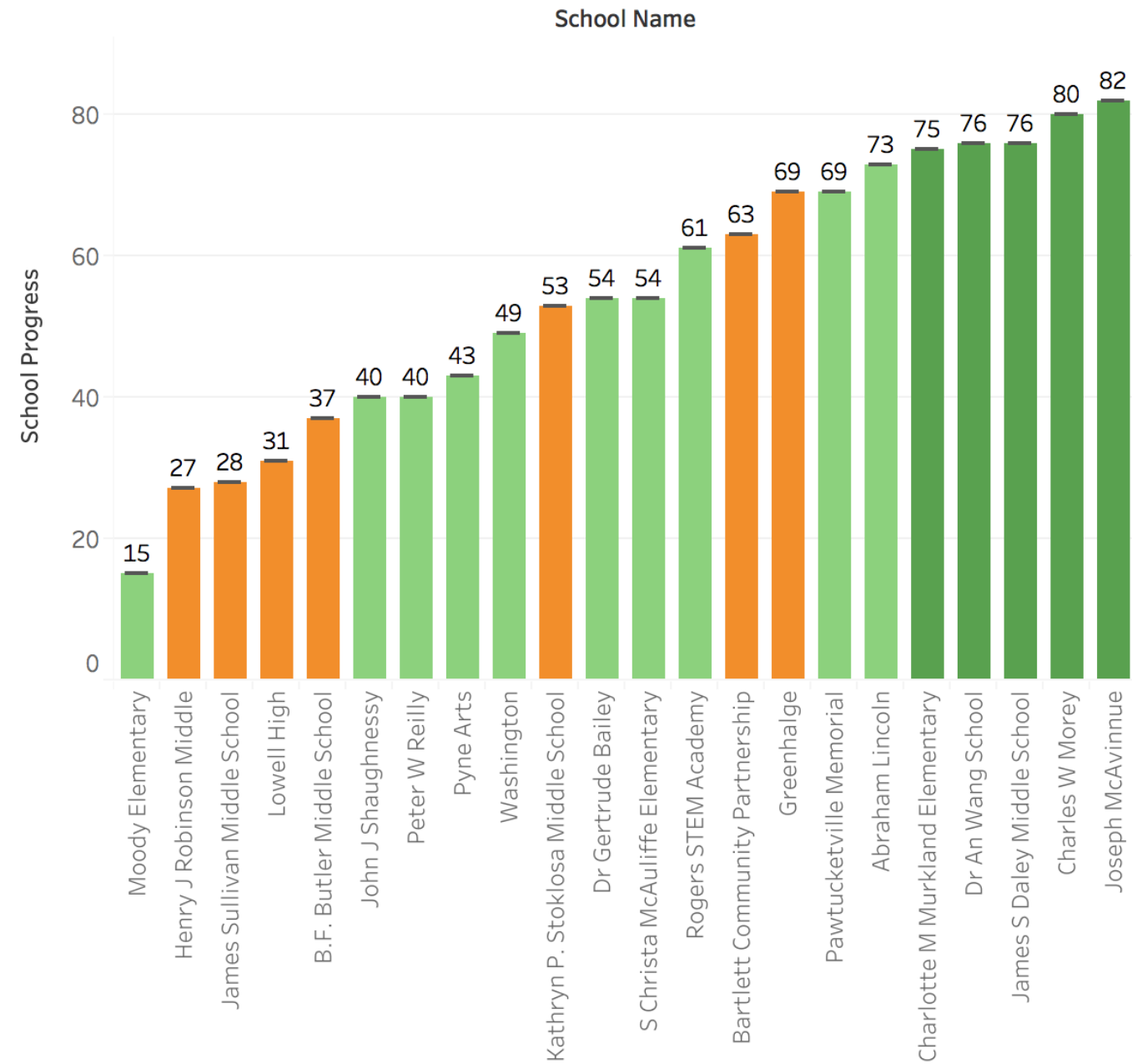
- Partially meeting targets
- In need of focused/targeted support
- In need of broad/comprehensive support

District Progress



Lowell’s “Criterion-referenced target percentage” is greater than five of six neighboring districts.

School Progress



Schools also have progress scores calculated, using the same formula.

School Classification

- School of Recognition
- Meeting targets
- Partially meeting targets
- In need of focused/targeted support
- In need of broad/comprehensive support

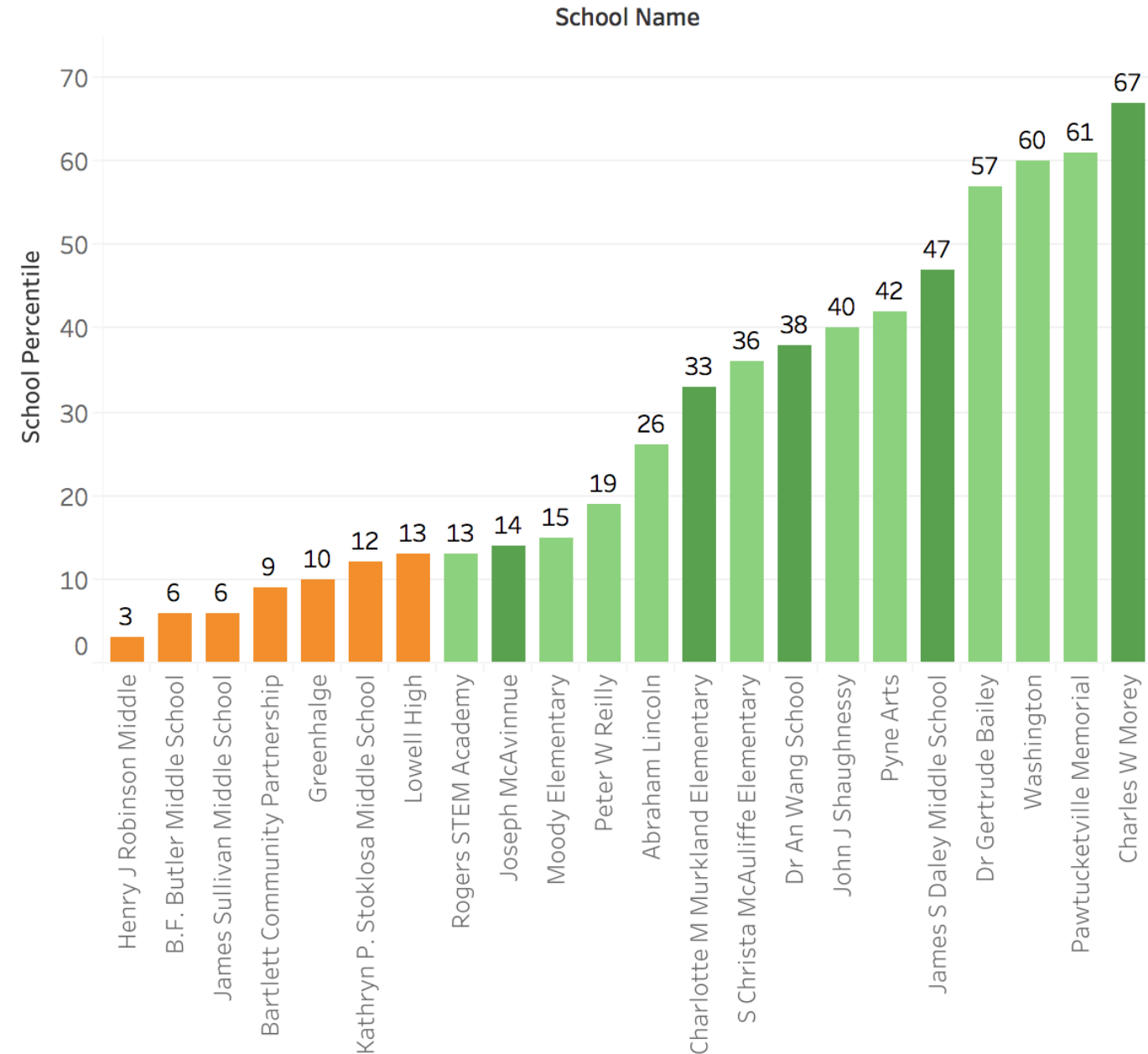
Classification	Criteria
Schools of Recognition	Schools demonstrating high-achievement, significant improvement, or high growth.
Meeting Targets (Not requiring assistance or intervention)	Criterion referenced target percentage 75-100.
Partially Meeting Targets (Not requiring assistance or intervention)	Criterion referenced target percentage 11-74.
Requiring Focused/Targeted Support	Schools with percentiles 1-10 not already identified for Broad/Comprehensive Support Schools with low graduation rate. Schools with low performing subgroups. Schools with low participation.
Requiring Broad/Comprehensive Support	Underperforming and chronically underperforming schools.

Percentile scores are used to classify schools.

School Classification

- School of Recognition
- Meeting targets
- Partially meeting targets
- In need of focused/targeted support
- In need of broad/comprehensive support

School Percentile

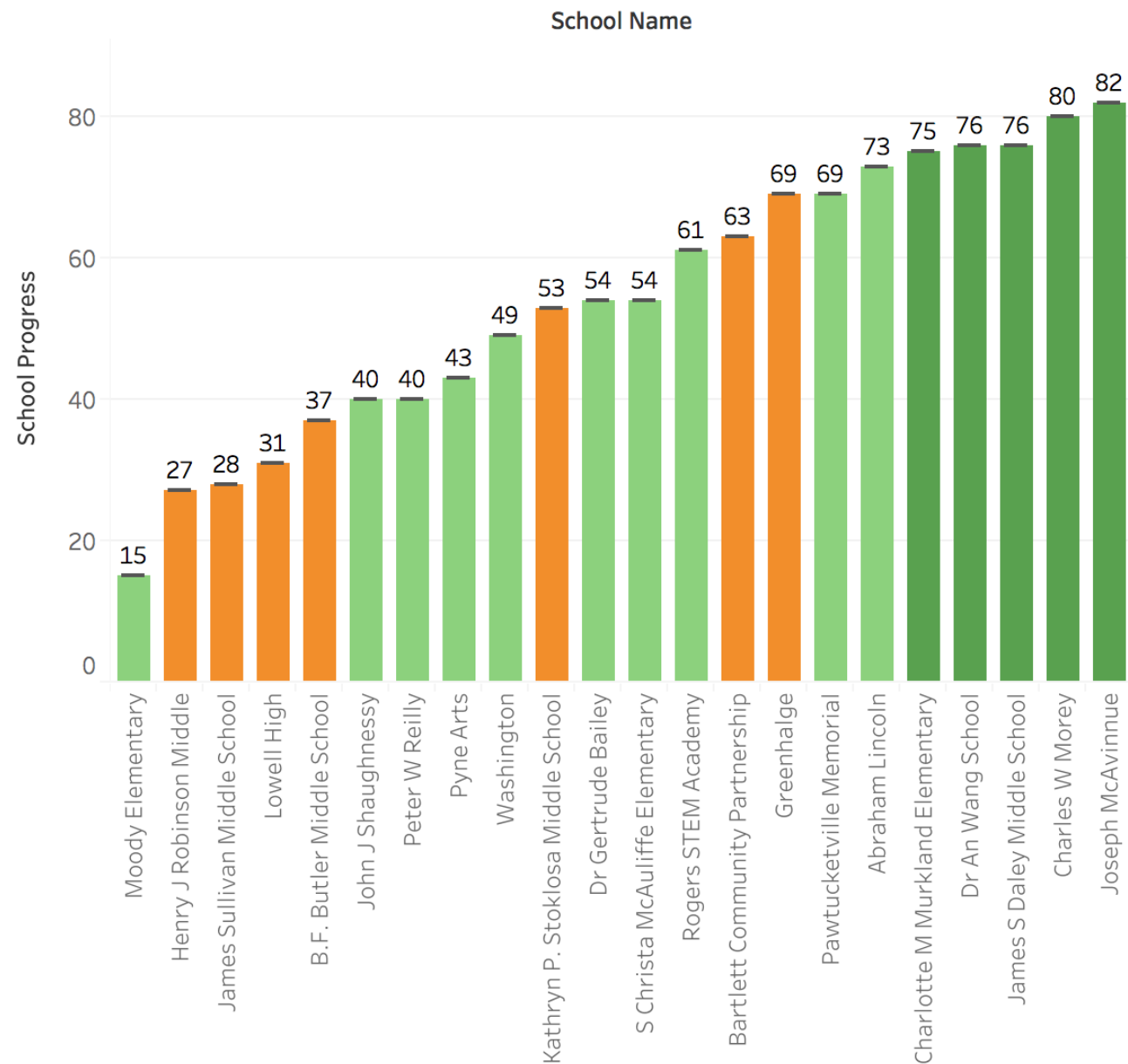


Percentile scores are also calculated for schools.

School Classification

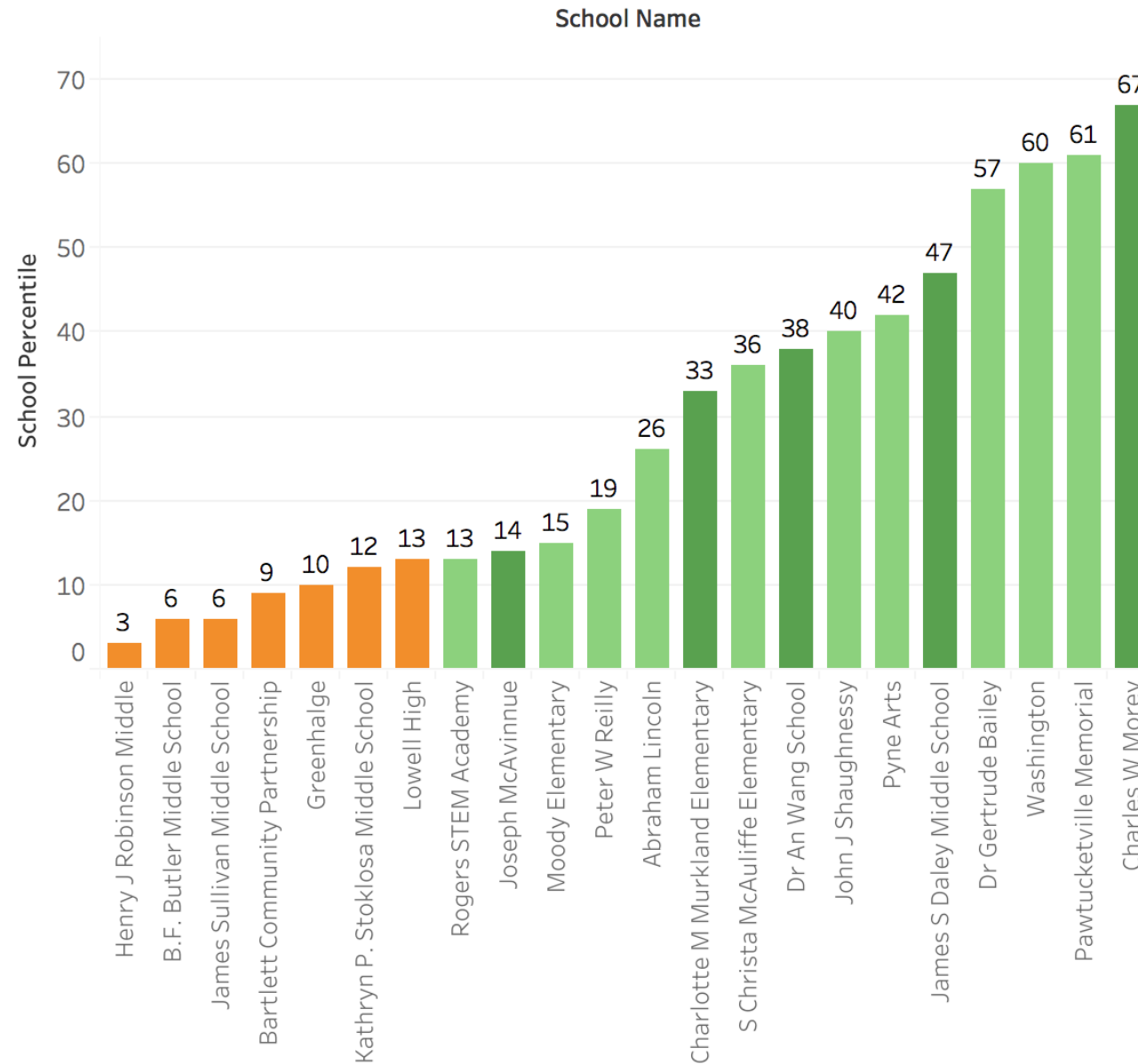
- School of Recognition
- Meeting targets
- Partially meeting targets
- In need of focused/targeted support
- In need of broad/comprehensive support

School Progress



- Lowell has five schools meeting a challenging improvement target (75%)

School Percentile



- Lowell has four schools with percentile scores above the state average.

Lowell Public School District
Grade 5

Think of the last 30 days in school.		N of total responses	Always true	Mostly true	Mostly untrue	Never true
ENVIRONMENT						
26	My teachers are proud of me when I work hard in school.	1,181	75%	21%	2%	2%
27	My teachers help me succeed with my schoolwork when I need help.	1,178	66%	27%	4%	2%
28	School rules are fair for all students.	1,181	56%	31%	9%	4%
29	My teachers support me even when my work is not my best.	1,180	53%	34%	9%	4%

At the conclusion of MCAS testing, students in grades 5, 8, and 10 were administered the Views of Climate and Learning (VOCAL) survey.

Lowell Public School District
Grade 5

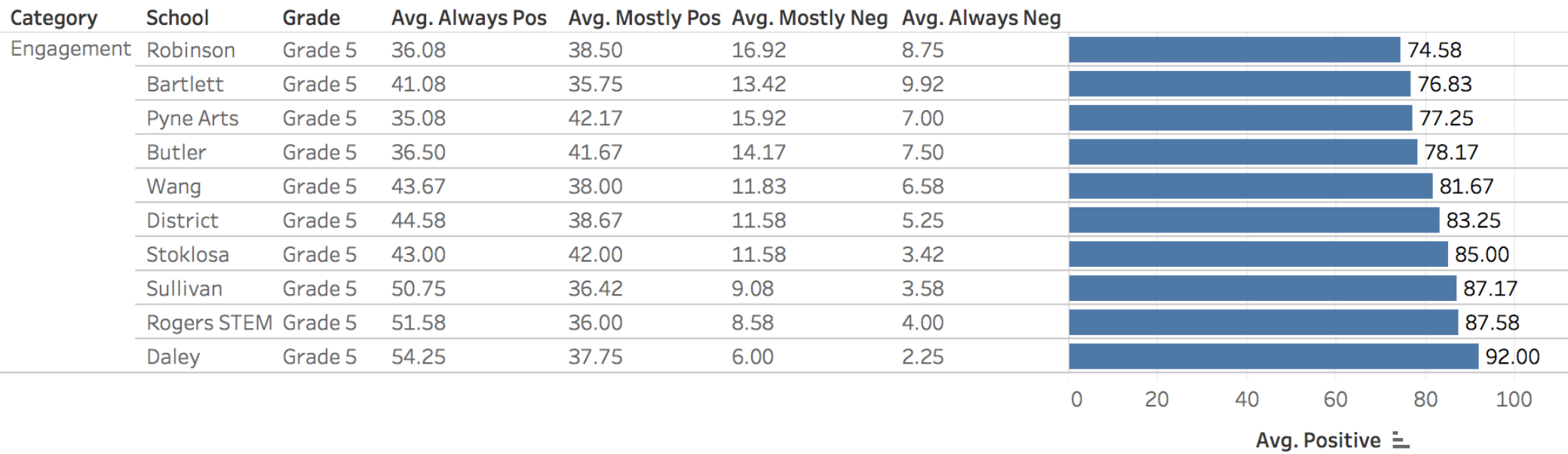
Think of the last 30 days in school.		N of total responses	Always true	Mostly true	Mostly untrue	Never true
ENVIRONMENT						
26	My teachers are proud of me when I work hard in school.	1,181	75%	21%	2%	2%
27	My teachers help me succeed with my schoolwork when I need help.	1,178	66%	27%	4%	2%
28	School rules are fair for all students.	1,181	56%	31%	9%	4%
29	My teachers support me even when my work is not my best.	1,180	53%	34%	9%	4%

Students were asked 36 – 38 questions with four choices that were always positive, mostly positive, mostly negative, always negative.

Grade 5: Engagement

School and district scores for the three performance categories were overwhelmingly positive.

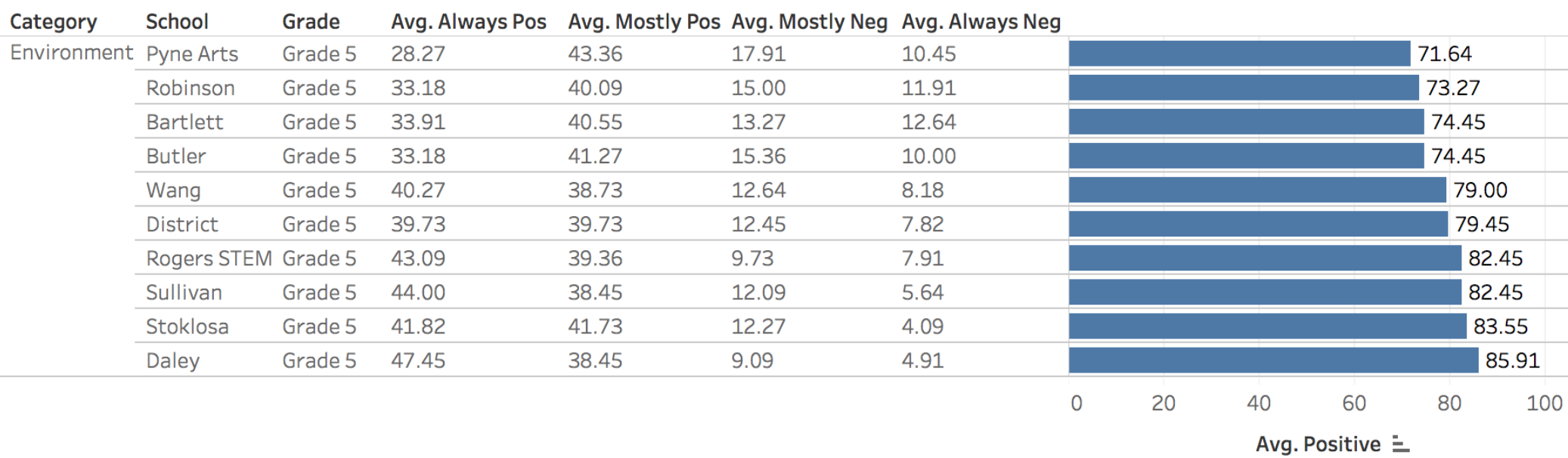
Views of Climate and Learning (VOCAL) Survey - 2018



Grade 5: Environment

School and district scores for the three performance categories were overwhelmingly positive.

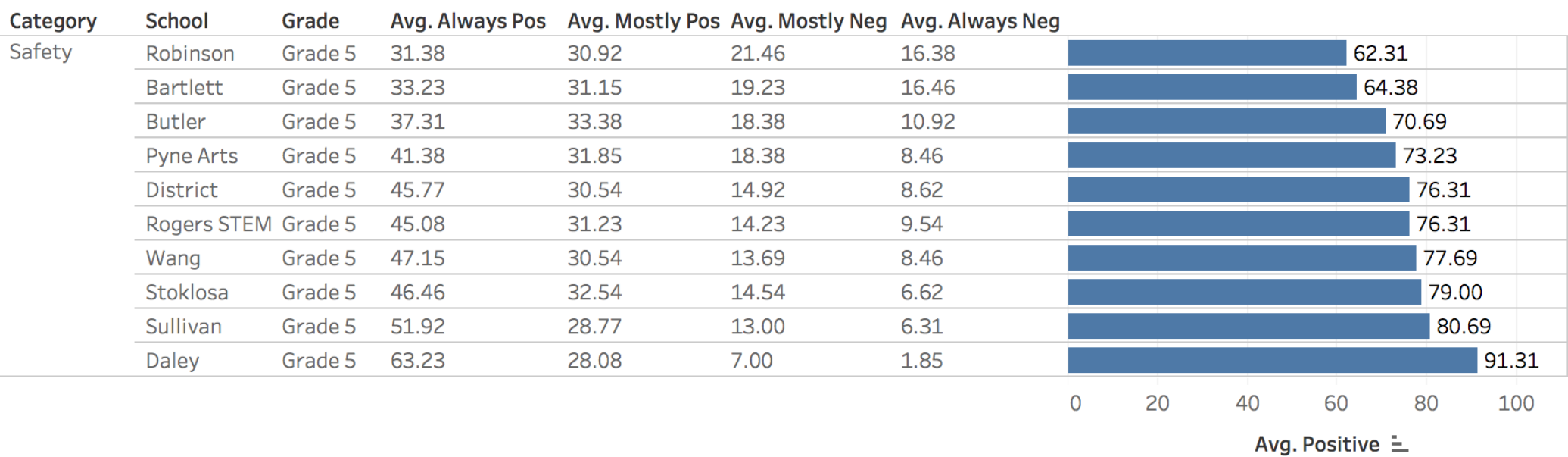
Views of Climate and Learning (VOCAL) Survey - 2018



Grade 5: Safety

School and district scores for the three performance categories were overwhelmingly positive.

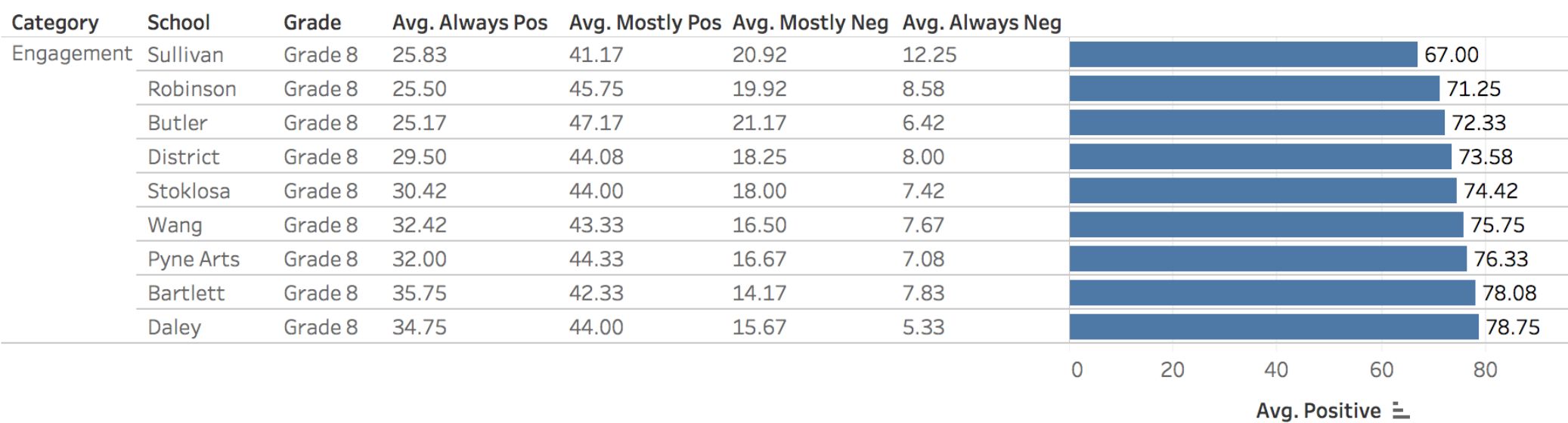
Views of Climate and Learning (VOCAL) Survey - 2018



Grade 8: Engagement

School and district scores for the three performance categories were overwhelmingly positive.

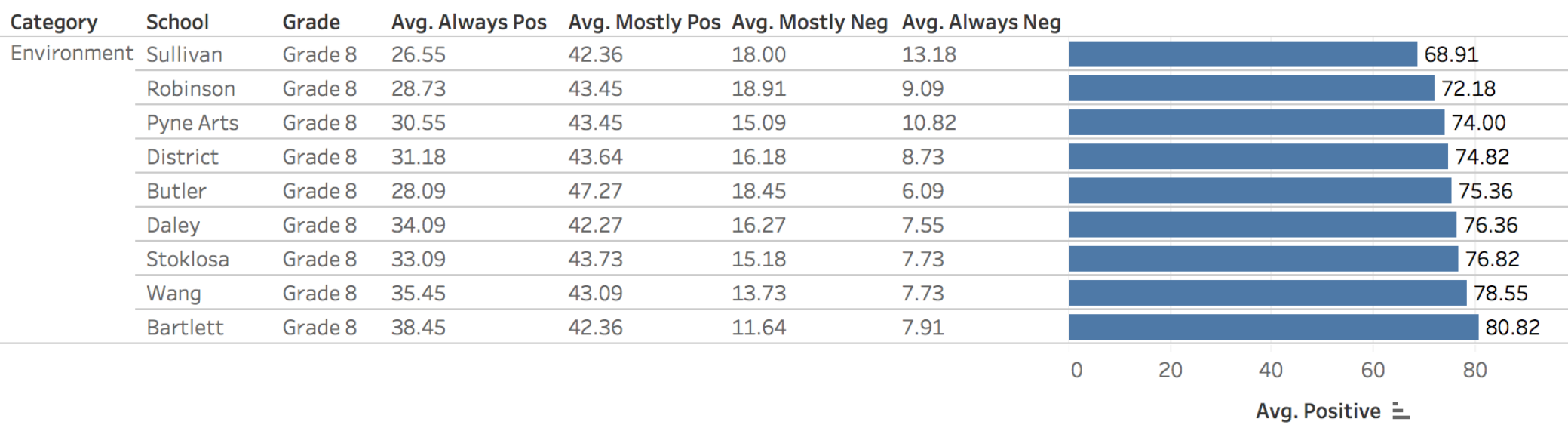
Views of Climate and Learning (VOCAL) Survey - 2018



Grade 8: Environment

School and district scores for the three performance categories were overwhelmingly positive.

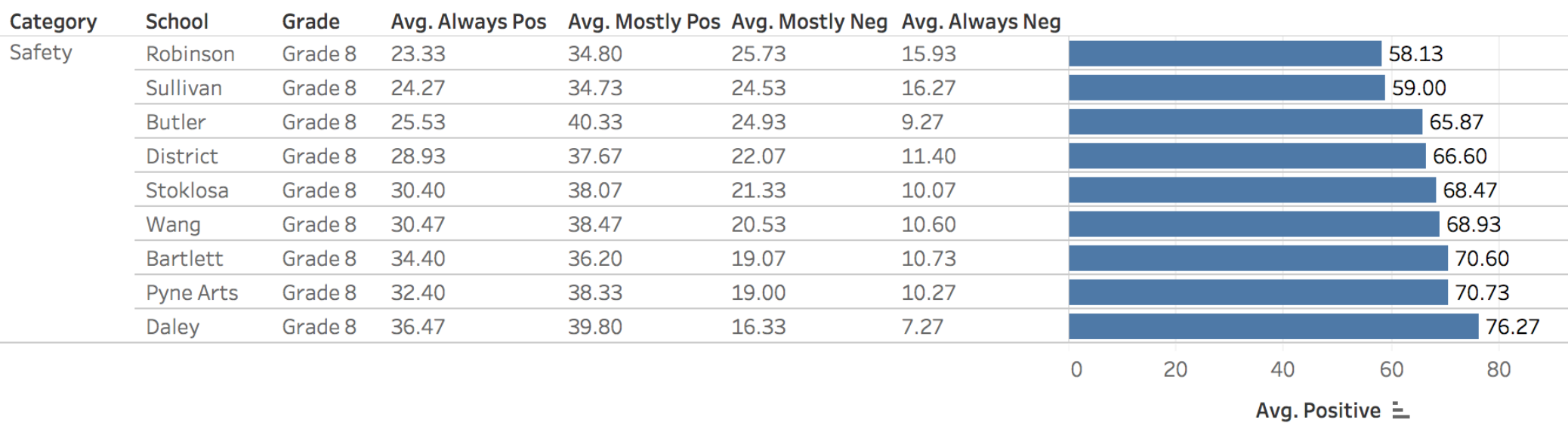
Views of Climate and Learning (VOCAL) Survey - 2018



Grade 8: Safety

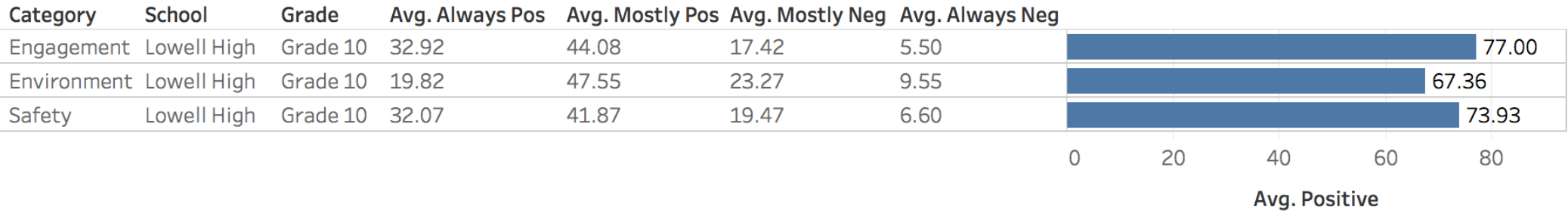
School and district scores for the three performance categories were positive.

Views of Climate and Learning (VOCAL) Survey - 2018

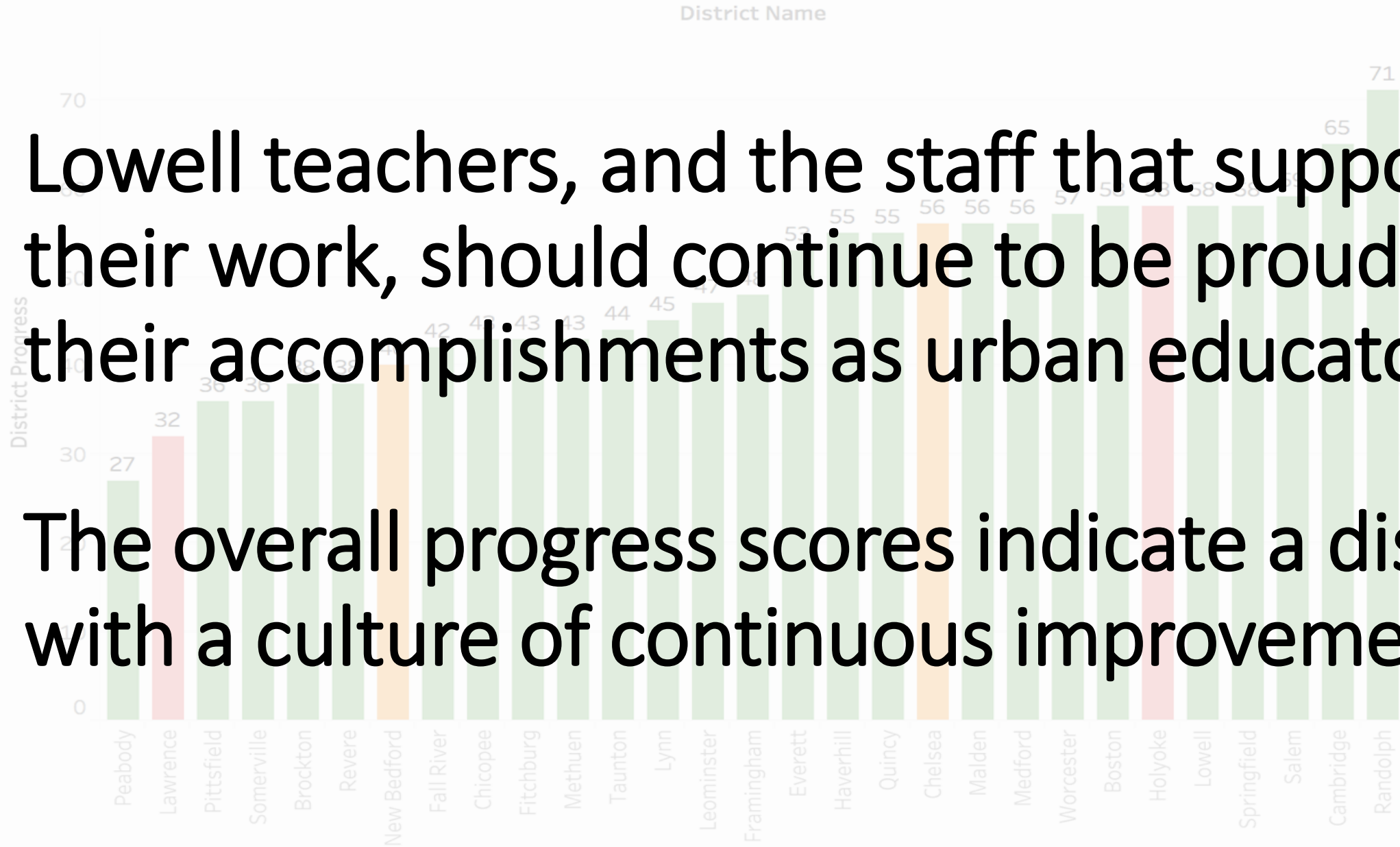


Grade 10:
School and district scores for the three performance categories were overwhelmingly positive.

Views of Climate and Learning (VOCAL) Survey - 2018



District Progress



Lowell teachers, and the staff that supports their work, should continue to be proud of their accomplishments as urban educators.

The overall progress scores indicate a district with a culture of continuous improvement.